

Curriculum-Based Measurement Training for David Barton Elementary School  
Diana Humphreys, RTAC, Heart of Missouri RPDC

Principal Susan Williams, from David Barton Elementary School (grades 2-5) Boonville School District, attended a training I did in their district last spring on Quality Eligibility Determination for Special Education. One of the results of that training was an interest by David Barton's administration and teachers in knowing more about curriculum-based measurement, especially the second grade, third grade, special education and Title I teachers. This group of teachers had been frustrated with what to do with struggling students in their classrooms. They were hoping curriculum-based measurement would give them a plan for intervention that would lead to improved student performance.

On September 12, 2006 the first part of the Curriculum-based Training (CBM) Workshop was presented to twenty-one (21) teachers from David Barton Elementary School. In addition, three teachers from other districts in the area that had heard about the training asked to attend. This group included all of the second and third grade teachers at David Barton, the Title-I teachers, special education teachers, K-1 teachers from the district and administrators. For this first training, I focused only on the Reading part of CBM. At the end of the training, teachers were challenged to give a reading probe to each of the students in their current classroom, find the class average for Reading Fluency and identify those students that were in need of intervention. The second training was held on October 24, 2006. The teachers returned with their classroom data and graphs and worked together to decide on appropriate interventions for those students identified as performing well below the class average. In addition, at this time training was provided in CBM in the areas of Math, Spelling and Writing.

Mrs. Smith, the principal, currently wrote me to say: "CBM has provided the teachers with ideas for interventions and ways to more effectively measure the struggling students' progress. This process has been very helpful for our Teacher Assistance Team (TAT). We have been able to put a better intervention process in place and there is now data to use that better reflects student progress following interventions. This seems to have given relief to classroom teachers because now they have a better process in place.

I am scheduled to return to the Boonville School District for another follow-up session with this group of teachers in January 2007.